

## IC04

### On sitting and seating the severe disabled child

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**Aims:** Course participants will gain a comprehensive perspective on the sitting position and widen their ability to find creative solutions to seating children and adolescents with severe motor impairments.

**Summary:** This workshop is about finding suitable sitting possibilities for children who have difficulties to maintain sitting without external support. The focus lies on the position itself. Assuming that our own images play a crucial role in supporting, habitual images of sitting are explored. The position is reflected from a systemic point of view, it is shaped by influences of the individual, the task and the environment. The line of thoughts is illustrated exemplarily through fotos and videotapes, practical seating solutions show the need of individualized, variable and dynamic supports.

**Target group:** All professionals and parents who are interested in seating children with severe motor impairments.

## IC05

### Evaluation and discrimination of dystonia and choreoathetosis in dyskinetic cerebral palsy

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**Aims:** To improve insights in the clinical presentation and discrimination of dystonia and choreoathetosis in dyskinetic CP.

**Summary:** Dyskinetic CP is the second largest group of children with CP but, to date it has not received the same level of attention as spastic CP. This is understandable in view of the complexity of dystonia and choreoathetosis in dyskinetic CP and the difficulty of measuring these particular motor disorders. However, better evaluation and understanding of dystonia and choreoathetosis is vital if medical interventions and rehabilitation are to be better targeted. This course is subdivided in four parts. First, definition and classification of CP will be presented with special attention for the discrimination between dystonia and choreoathetosis. Secondly, pathological signs will be reviewed in accordance with the International Classification of Functioning, Health and Disability model (ICF), specifically within the ICF body function and structure. The third part will focus on clinical assessment, with special attention for the newly developed Dyskinesia Impairment Scale. In the fourth part, the possibility will be given to evaluate dystonia and choreoathetosis in an interactive way with the audience using videos and clinical cases. Learning objectives: to clarify the currently definition and classification of dyskinetic CP to gain insight in the distinction between dystonia and choreoathetosis. to illustrate the clinical presentation of secondary dystonia and choreoathetosis in dyskinetic CP to review the currently available clinical assessment scales for secondary dystonia and choreoathetosis in dyskinetic CP.

**Target group:** Most paediatric health care professionals (medical doctors, therapists, kinesiologists, orthotists).

## IC06

### Clinical application of the ICF-CY for goal setting in habilitation and early intervention

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**Aims:** To introduce the German code-set of the ICF-CY (International Classification of Functioning, Disability & Health - Version for Children and Youth, WHO) for children with disabilities; to demonstrate the use of the code-set with practical examples.

**Summary:** *Background:* The ICF concept of health provides perspectives on people's lives through the lens of functioning. This view of health promotes an integration of a patient's body functions and structures, activities performed in daily life, and the personal and social roles that constitute their participation in life situations. A person's functioning occurs within the context of their environment as well as personal factors such as their age, culture, personal preferences and educational status. According to this framework, when there is discordance among these components of functioning, disability ensues. Health professionals engaged in the habilitation process have varied disciplinary language, training and culture that all emphasize certain domains of patient's functioning over others. However, adoption of the ICF allows that all members of a clinical team are motivated to improve their patient's functioning within a common conceptual approach. This can be used to describe the different goals of intervention, negotiate priorities and communicate among different disciplines and with parents.

**Objectives:** The audience will be introduced to the German code-set for the ICF-CY and its use will be demonstrated with practical examples.

**Target group:** Clinicians/therapists, educators, social workers.

## IC07

### How can I 'do' family-centred, shared goal-setting? An interactive workshop for service providers and parents

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**Aims:** To create an opportunity for service providers and families to critically reflect on how they interact in goal-setting situations, and to identify ways to effectively implement (actually 'do') family-centred, shared goal-setting.

**Summary:** Evidence across rehabilitation fields indicates that family-centred, shared goal-setting is central to effective, good quality care. Evidence also shows that actually 'doing' family-centred, shared goal-setting in day-to-day practice is challenging and often not done or not done well. During the workshop, participants will: (i) Gain up-to-date, evidence-based knowledge about what specific actions service providers and families can take to implement shared goal-setting; (ii) Critically reflect on the extent to which service providers are currently 'doing' and facilitating family-centred, shared goal-setting; and (iii) Identify ways for service providers and families to 'do' family-centred, shared goal setting together. Participants will discuss and reflect on scenarios and be provided with strategies informed by extensive, published research, parent experiences and clinical practice. The scenarios will include, e.g. identifying and setting meaningful, acceptable feeding goals where the family values their child's experience of eating orally over the risks related to swallowing; negotiating goals with a child who